

## QUESTIONS to GUIDE SCHOOLS THROUGH SELF-REFLECTION

1. Is your school developing a standard for writing for your current cohort populations using state standards and writing samples from the beginning of the year (establishing baseline data)?
2. Are your teachers collaboratively scoring student work (among grade levels, across content areas, between schools) after establishing a school standard and pulling anchors?
3. Are your 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades (even 1<sup>st</sup> and 2<sup>nd</sup>) and your 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades vertical teaming to ensure scaffolding of writing instruction? Are grade levels horizontally teaming to ensure commonality of writing instruction and expectations?
4. Are your students writing to convey knowledge in **all** other subject areas (writing across the curriculum)?
5. Are your students being afforded opportunities to look at and analyze the craft of writing, or do they just keep practicing for the test?
6. Are students learning to read and write, so they can read and write to learn?
7. Do your teachers understand the intent of and use the Nevada ELA Content Standards and Achievement Indicators in their classrooms?
8. Are your teachers asking students to answer in complete sentences to help them understand the “sense of sentence” and basic correct conventions such as correct sentence beginnings and endings?
9. Are your students doing a variety of writing for different purposes, or is writing seen as only test practice?
10. Are your teachers **modeling** effective writing: prewriting, drafting, revising, editing, and rewriting (publishing)?
11. Are your teachers supplying helpful, individual feedback/conferencing whenever their students write?
12. Are your students being taught to use active, appropriate verbs? More sophisticated word choice (not a forced word-of-the-week kind of thing)? A variety of transitions that fit the writing genre?
13. Are all of your teachers explicitly **teaching** students how to **revise** and **edit** their work and the work of their peers?
14. Are your students looking at their writing as a total piece with the traits working together rather than just looking at each trait individually?
15. Are your teachers teaching to “exceeds” standards rather than just “meets” standards? Is the focus only to get students to pass a test?
16. Are your teachers assessing what they teach, or are they teaching only what is assessed?